



The Effect of Learning Method Field Trip Vs Inquiry to Concept Training Local History

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Abstract: The low value of the students in the course of local history into their own motivation for researchers to conduct more in-depth research to find the right solution in improving the quality and results of students. The problem in this study is whether there are differences in understanding the concept of local history students are taught using methods of field trip and inquiry learning? The purpose of this study to determine differences in understanding the concept of local history between the group receiving field trip method and inquiry learning. This type of research is an quasi experimental research. This research was conducted at the Department of History Education Faculty of Teacher Training and Education University of Nusa Cendana Kupang. The population of this study were all students of History Education FKIP Undana, with a sample of 70 students fifth semester where 35 students in grade A taught using teaching field trip methods and 35 students in the grade B taught using methods of inquiry learning. Purposive sampling is cluster random sampling technique. Analysis of data using one way ANOVA technique of two-lane analysis is the prerequisite test Normality test with significant Lilliefors corection method of Kolmogorov-Smirnov Test and Test of Homogeneity with Test F. The results of data analysis showed that there is a difference between teaching of field trip methods and inquiry to the learning outcomes of local history with Calculate $F = 27.113$, $p = 0.000 < 0, 05$. It can be concluded that there is influence between the learning method of inquiry versus field trip to the results learn local history.

Keywords: teaching methods field trip, inquiry, understanding of the concept of local history.

Local history can increase curiosity and the ability to make observations on the historic sites are located where students get an education, to train memory and perspective on life and the environment, as well as train the ability in solving problems that occur in everyday life. Local history as a science in the social science group has been included in the curriculum of higher education as a subject taught at the higher education level. Educational value of teaching local history is to provide knowledge and understanding of convincing to that study with regard to existence itself, the existence of culture in the environment, and the interrelations and human interaction with the culture of the place of his life. Thus, people will understand more about the values of relationship between man and his fellow man, man and culture on the environment, and the relationship between the natural factors with other natural factors. Through that process, eventually people will realize the value of his relationship with God the Creator (Sumaatmadja, 1997).

In order for this important educational value ingrained in the students, then the learning process required appropriate learning methods in order to enable learners to understand and apply the content of local historical materials in their lives. The learning method is expected to be used in study of local history is not just a lecture teaching methods that are more oriented to lecturers / learners, but also the method of direct learning-oriented learners in this case the student. With the method of direct learning the expected learners are given the opportunity to

immerse themselves in defining the concepts of local history and the ability to observe the environment associated with learning problems who want solved. However, in classroom practice in general educators still embrace the learning paradigm centered on the learner rather than the learner where the learning that takes place more in the nature transmitting the information even slipped on the "news book" which only involves the ability to think critically low, memorize (Joni, 2008). Consistent with that view, Winkel (2004) explains that the learners are still found to be more proficient learners when more and more to know the facts. This view would interpret learn as many facts to memorize activities. In a pattern of this kind of learning, learners or lecturers tend to be more transfer of facts or concepts without learners interpret or enshrined in the concepts being taught. The learning method is called as conventional teaching methods, which according to Wahab (2009: 94), the learner only requires students to provide answers by simply recalling what they had heard, read, or watch.

The success of a learner (student) in understanding the learning material can not be separated from the learning method applied by the learner. The learning result is all the effects that can be used as an indicator of the value of learning method under different conditions (Reigeluth, 1983; Degeng, 1997) and the results of this study are influenced by learning methods are applied (Moore, 2005; Degeng, 1997). Efforts to improve the quality of teaching local history was major in history education is a task that needs to be done by the learner (Lecturer). Learner is an important component to quality improvement of learning. Learner is a central factor in implementing the learning in the classroom. Poor understanding of this concept due to the applied learning method does not empower learners in the learning activities. The learning method that matches this procedure is a method of learning field trip. The learning method applied field trip is very important to train the critical learners and how they work together in searching and finding data and information based on problems studies. However, this method requires the ability learner (lecturer) in doing so, because the learning process is rather lengthy and requires considerable time, so that learning is less productive if conducted without a mature plan. Sagala (2010: 214) states that the field trip is a cruise conducted by the students to complete a certain learning experience and an integral part of the school curriculum. While Asmani (2010: 150) says that the field trip is a way of teaching carried out by inviting students to a place or object outside of school to learn or investigate something, like reviewing a shoe factory, a car repair shop, general store, and so forth. In practice, the field trip learning methods can be used to introduce a new concept of unknown students and reinforce the picture given in the classroom. Such statements Kisiel (2006: 8), "Field trip may serve as an introduction to a new concept or provide experiences that reinforce ideas Introduced in the classroom".

Roestiyah (2001: 85) says that the teaching methods field trip is a way of teaching that is done by taking students to a place or a particular object outside the campus to study or investigate something like reviewing a shoe factory, a car workshop, stores, farms, plantations, and playground and so on. This does not mean that the field trip learning methods cannot be implemented in the teaching and learning activities in the classroom, but what is needed is well prepared learning steps or syntax that is easy to implement, so that the desired learning objectives can be achieved. Learning can be said to work well if the results are durable and can be used practically in everyday life by children who learn (Sumaatmadja, 1997).

Studies of learning by using a field trip may be mentioned here that Meagan, 2011; Pearls and Hertien, 2015; Stoddard, 2009; Dwi Setyaningsih 2010 has shown that an increase in the ability of learners to ask, formulate hypotheses, presenting the results, and also an improved understanding of the concepts and learning acquisition. Based on this fact, there should be efforts to improve the quality of education, especially the quality of teaching in classes conducted by the learner (lecturer) in order to improve their understanding of science concepts

that lead to the achievement of optimal learning results and the formation of a scientific attitude. Therefore, the researchers raised the issue of the quality of learning is titled "Influence of teaching methods (field trip versus inquiry) to understanding of the concept of history in the course of local history.

Problem

Based on the background of the problems mentioned above, can be formulated research problems "if there are differences of understanding the concept of local history students are taught using methods of field trip and inquiry learning?

Purposes

Generally, this study aims to examine the influence of methods of learning and achievement motivation on learning outcomes in the course of local history education students fifth semesters. In detail, the purpose of the study to determine differences in understanding the concept of local history students between the group receiving method of field trip and inquiry learning.

Methods

This research was conducted at the Department of History Education Faculty of Teacher Training and Education University of Nusa Cendana Kupang using quasi-experimental methods. The population of this study were all students of History Education FKIP Undana, the study subjects were 70 students fifth semester, where 35 students (grade A) teaching methods for field trips and 35 students (grade B) using the method of inquiry learning. Purposive sampling is cluster random sampling technique. Analysis of the data using is One Way Anova technique with that analysis prerequisite test Normality test with significant Lilliefors correction method of Kolmogorov-Smirnov Test and Test of Homogeneity with Test F.

Result

The average pre-test for the experimental class taught using learning methods field trip of 83.31 and a standard deviation of 4.72, while the pre-test results to the control class with methods of inquiry learning gained an average of 76.08 and a standard deviation of 5, 13. This means that the average difference in the two groups was not significant. The average post achievement test students taught using learning methods field trip at 87.67, with a standard deviation of 5.06. While the average post test results of student learning is taught using methods of inquiry learning of 80.05, and a standard deviation of 4.65

Pre-test learning outcomes for groups that use methods of learning field trips and groups using inquiry learning method has a probability value greater than 0.05 ($0.826 > 0.05$). This indicates that the pre-test student learning outcomes for the two groups with normal distribution. As for the post data test understanding of the concept of local history after treatment showed that the learning outcomes for the two groups are also normally distributed, because the significance value (0.217) greater than 0.05. To test the homogeneity of unknown significance value lavene's test at 0.127. If the significance value is compared with a significance level of 0.05 matrix variants for the experimental group with a field trip learning methods, and the control group with inquiry learning methods are the same or homogeneous.

Test test assumptions or prerequisites that have been described, obtained that the number of assumptions required for the testing of hypotheses have been met. Thus further analysis feasible. For more details refer to the table below.

ANOVA					
Pos Tes					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	936.229	1	936.229	27.113	.000
Within Groups	2348.057	68	34.530		
Total	3284.286	69			

In this study, the first thing to be investigated is the difference of the application method and inquiry learning field trip to the learning outcomes of students. From the table it can be seen that influence student learning outcomes that will be subjected to treatment (field trip learning methods and methods of inquiry learning) is the same. It can be seen from the value of F for each statistical test scored 27.113 with p value or significance of 0.00. The significance value is less than the significance level used is 5% or 0.05. This shows that there are differences in learning outcomes of students taught using field trip learning methods and learning outcomes of students taught using methods of inquiry learning.

Discussion

Based on test results obtained descriptive statistics that the average achievement of students taught by using learning methods field trip better than the students who are taught by the method of inquiry learning. It is possible that the improvement of student learning outcomes triggered by a field trip learning method that in its implementation always observing the principles and karakteristi field trip. Through the principle of the filed trip focused on the learning ability of students in the rediscovery (Reinvention) values of history. The process of rediscovery of historical values is packaged in the student worksheet (MFIs). Context is developed in accordance with the characteristics or the syntax field trip learning methods. Eric Powell (in Shakil, Faizi, and Hafeez, 2011) says that the field trip is very important for students (college students) to have an opportunity explore historical places and different social institutions. Teachers (lecturers) should provide the opportunity for students (college students) to visit a new place, meeting new people, and see and understand a lot of new things. In line with these opinions, Aggarwal, J.C. (2008) says that the learning field trip very helpful teachers (lecturers) to make explanations, linking concept accurately, mengitepretasi and appreciation as well as allowing teachers (lecturers) implementing the learning becomes more concentration, effective, fun, inspiring, meaningful and expressive. Thus, it can be said that the learning field trips are useful in complementing three in the learning process, such as motivation, an explanation and simulation. Shakil, Faizi, & Hafeez, (2011) says that the learning field trip is an incredible way to make students happy to subjects (subjects). It can allow students (students) see and experience directly so as to increase the motivation of underachievement. Thus it can be said that the difference in student learning outcomes in this study are influenced by the accuracy in the implementation of learning by using teaching methods of field trip.

This result is consistent and reinforces the results of previous studies conducted Amosa, Ogunlade, & Atobatele (2014), by comparing the learning methods and expository field trip, they concluded that the teaching methods field trip had a better effect on student learning outcomes. This is because the teaching methods field trip will always help learners to acquire, retain and make the abstract idea becomes real. Stoddard (2009), Joseph (2006) concluded that

students who are taught by teaching methods for field trips have different learning outcomes with students taught using conventional methods in teaching social sciences; Suwoto (2008), which shows that there is increased and the difference in learning outcomes teaching methods field trip.

Appropriate learning methods to achieve the learning objectives in the subject of history (local history) is a method of learning field trip where local history courses require students to recognize the historical evidence through direct observation to the field. It is as said by Krepel and Duvall (1981) says that "to be a school or class trip with an educational intent, in which students interact with the setting, displays, and exhibits to gain an experiential connection to the ideas, concepts, and subject matter". Stephens (2001) states that Field trip learning through an assignment, activity, investigation, or experience that takes place outside of the physical classroom or student's home. Inquiry Activities involves the exploration of a single question or questions through experiments, reading, discussion, or accessing prior knowledge".

Students are more interested in the topic of the material provided if subjected directly to objects discussed or explained by the lecturer. Results of research Davidson et al (2010); DeWitt & Hohenstein (2010) indicates that the field trip learning method can benefit the improvement of science learning ability of students by giving them direct experience, direct contact with the real object, and perform simulations become more interesting topics. In addition to the students direct experience of the object described by the lecturer, the lecturer's ability to apply the learning method of this very important field trip. Lecturers need to integrate the concept with direct observation of the object described. This is done so that students understand and have a sense of the values that they acquired in the classroom. In line with the ability of lecturers in applying learning methods field trip, Cynthia Rau Rieger (2010) in his research indicates that teachers should be encouraged to integrate the teaching methods field trip or activity outside the classroom in implementing the science curriculum because it can arouse and encourage students in learning science in the days to come.

The learning method of field trip and inquiry is more emphasis on the three domains of learning, namely cognitive, affective and psychomotor. This is in line with what was stated Kirschenbaun (1995: 24) that aspect citizenship education includes: knowledge, appreciation, critical thinking skills, communication skills, cooperation skills, and conflict resolution skills. These aspects are further stated Kirschenbaum in its implementation required a comprehensive approach that includes medeling), facilities and the development of skills (skills development).

The learning method and inquiry field trip is in accordance with the principles of dialogical learning-critical, direct experience (direct experiences) collaborative, and cooperative. This learning method refers to a number of basic principles of learning. Basic learning principles in question are learning principles of active students (student active learning, group learning cooperative, and learning participatory. In addition, the learning method is one of the changes the mindset of teacher centered towards student centered. The methods learning field trip and inquiry is a study designed to help learners (students) understand the theory in depth through an understanding of learning particle-empirical. the learning method is based learning problems that can be a program so as to encourage increased competition, responsibility, participation learners, learning and impacting assess public policies (public policy), ventured to participate in activities between them, between schools, and community members.

Some research indicates that the field trip guided inquiry and provides a positive impact in the learning process. Research conducted by Koksai and Berberoqlu (2012) states that guided inquiry can improve science process skills, understanding of scientific concepts and attitudes of students. Mahgoub and Alawat (2014) to find out about the effect of a field trip to the students' creative thinking skills and practice in art education, indicates that a trip to the natural

and industrial sites can help students develop creativity and practice in art education. Furthermore, research Behrendt & Franklin (2014) showed that the learning field trip can make students happy, improve students' learning ability and motivation. Of the opinion of the experts and the results of previous research, this study also proves that there are differences in learning outcomes of students taught using methods of field trip and a method of inquiry. Based learning field trip whose purpose is to develop and apply the skills that are important that problem-solving skills by studying alone or working group and obtain a broad knowledge. Learners have a role as inspirational to raise the potential and abilities of students as learners. Field trip learning methods to improve learning outcomes of students, in this case has meaning can increase student participation. Field trip learning method emphasizes the mastery of inquiry skills to overcome the problem, so that students are trained to think, solve problems and become independent learners. In addition to a field trip learning methods, the method of learning that can improve critical thinking skills in problem solving is a method of inquiry learning. Inquiry learning method is a model of student-centered learning. , Students are directed to the learning objectives to be able to master a skill and ability in accordance with the competencies targeted. Inquiry method in the learning process of students positioned in challenging conditions to hone skills in scientific reasoning and knowledge in previously belonged to discover something new independently or to find solutions to the problems encountered. With this method of inquiry learning students are in the competitive environment in completing tasks to get the job as well - good from another person or from the other groups. Students in the learning process more find yourself something new to him then he will further improve motivation in looking for something related to new things he knew, because the more knowledge he get himself he felt honored that he could find something the new before everyone else finds.

These results indicate that all variables affect the improvement of student learning outcomes, and therefore learning in history education, faculty need to optimize the application of appropriate learning methods, attention achievement motivation of students, because each showed a strong influence on the achievement of learning outcomes understanding the concept of local history.

Conclusion

Based on the results of data analysis and discussion, it was concluded that the learning method (field trip and inquiry) significant effect on student learning outcomes. Learning outcomes of students majoring in history education in the subject area history NTT (local) students of the experimental group (taught using instructional methods field trip) is higher than on learning outcomes for students who are taught using inquiry learning. Results of student learning using the learning field trip contributes to better student learning outcomes of the learning outcomes of students who are taught using inquiry learning. It can be seen from the average acquisition both learning methods. From the average results of this study and is evidenced by a further test showed that learning methods field trip more influence on student learning outcomes in the history of inquiry learning method

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